
Editorial Note

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It is a source of great academic and personal satisfaction for me to introduce and coordinate, together with the journal's editorial staff, this Issue 48 (1), a monographic Higher Education issue of *Publicaciones*, the official journal of the Melilla Campus's Department of Education and Humanities (University of Granada).

The distribution scheme of the 12 articles making up this issue observes a tripartite structure, featuring some of the most pressing issues currently being addressed in higher education: *Teaching/learning competences in higher education*; *Psychological keys and contexts amongst higher education students*; and *International experiences in higher education* (see Figure 1). From a broad perspective, the three segments indicated comprise an overview of the different aspects and dimensions of analysis, both theoretical and empirical, relevant to understanding the changing and complex phenomenon of higher education today, contextualizing its scenario through complementary views of education, pedagogy, psychology and other social sciences associated with the psychopedagogical field, both in the Spanish higher education area and abroad, in the European, Latin American and Asian contexts.

Issue 48 (1) includes for the first time in *Publicaciones* the use of Mandarin Chinese in one of its articles (with its translation into Spanish), which, considering that this language is the world's most spoken today, and that China represents a massive platform for the consumption and diffusion of scientific contents, affords added value towards the dissemination and citations that the issues plans to bring about in the near future.

With regards to the specific content of each segment of articles, the first segment (*Teaching-learning competences in higher education*) begins with an article by González-Sanmamed, Sangrà, Souto-Seijo and Estévez that aims to show recent advances in "learning ecologies" in the digital age, explaining how technology has decisively influenced people's behaviour, the economy, and the work sphere, in addition to education. Next is an article by Domínguez, Medina and López presenting the findings of an innovative teaching experience oriented towards the development of competences in students studying for Degrees in Pedagogy and Social Education during the first year of university in a distance education context. The 3rd article in this segment, by Gómez, Fernández, Cerezo and Núñez, deals with learning difficulties in higher education, with a view to analysing the barriers perceived by students in this regard. Next there is a study by Tronchoni, Izquierdo and Anguera on participatory interaction in lecture classes, its foundations, and the construction of an observation instrument.

This work proposes a conversational framework as a dialogical reference model in the dynamics of lecture classes given by professors in university classrooms.

The second segment (*Psychological keys and contexts in higher education students*) begins with a work by Pérez, Molero, Barragán, Martos, Simón and Gázquez on self-efficacy amongst Health Sciences students, its relationship to self-esteem and psychology, and its application to the educational field, with a view to improving students' academic results and psychological adjustment. Next is an article by Rodríguez, Piñeiro, Regueiro, Estévez, Valle and Núñez that synthesizes various studies on the emotional well-being of university students, to understand and analyse the contributions to emotional well-being of the controllability of failure, expectations of success, self-efficacy and goal orientation. It is followed by a work that includes an inventory of study processes (IPE-ES) for university students, in which Amieiro, Suárez, Cerezo, Rosário and Núñez address the main objective of analysing the psychometric characteristics of the Study Processes Inventory among Higher Education Students. Fourth, Robledo, Arias-Gundín, Palomo, Andina and Rodríguez address the profile of the writer and the metacognitive knowledge of academic tasks in university students, in a study that explains the development of metacognitive awareness and the writer's profile in these types of students in relation to tasks of synthesis, in great demand in Higher Education today.

The third segment of this issue (*International experiences in higher education*) also contains four articles, beginning with a work in English by Handley that addresses the development of digital skills and literacy in higher education in the United Kingdom. Next, an article by Yufei and Jiahui appears in Mandarin Chinese (with a translation into Spanish), explaining the development of post-graduate studies in Hispanic Philology in China from the perspective of thesis topics.

The third article in this segment, by Zaldívar, Canto and Quintero, discusses the quality of postgraduate teacher training studies in Mexico, through a qualitative study. Finally, Rueda's article deals with the evaluation of pedagogical performance, fully implemented in most higher education organisations, but still having a limited impact on the quality of teaching. The article is based on an analysis of different teacher evaluation experiences to identify some challenges in the immediate future in this area of academic work, seeking to contribute to the construction of evaluation systems well suited to institutional needs.

Finally, I would like to express my gratitude to the Director of *Publicaciones* and the Dean of the Department of Education and Humanities of the Melilla Campus for placing their trust in me as the editor of this issue, as well as the members of the editorial team, the editorial secretary, and the magazine's intern, for their continuous review work on the texts, and collaboration and discussions with the authors of the works published, who made a great effort to furnish this magazine with some of their best research studies, thereby participating in its present and future.

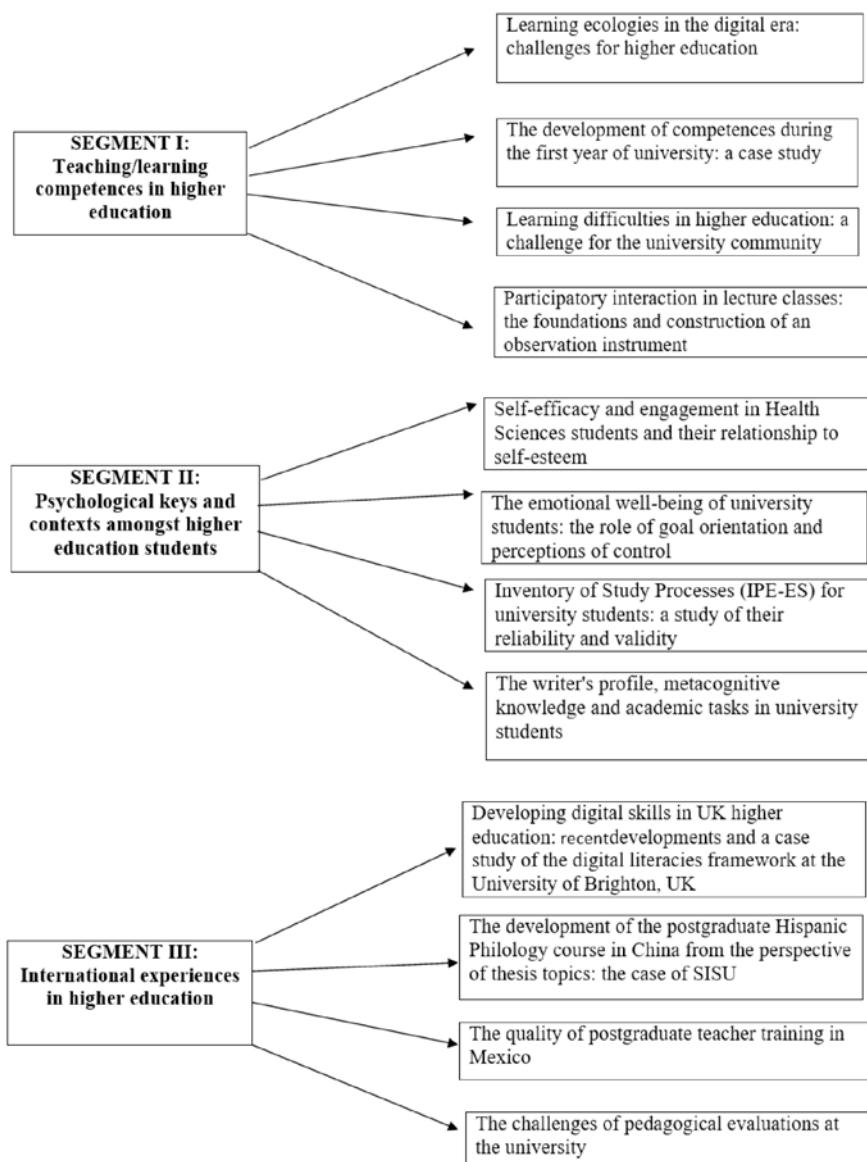


Figure 1. Segments and articles contained in Issue 48 (1), a special “Higher Education” issue of the magazine *Publicaciones*.